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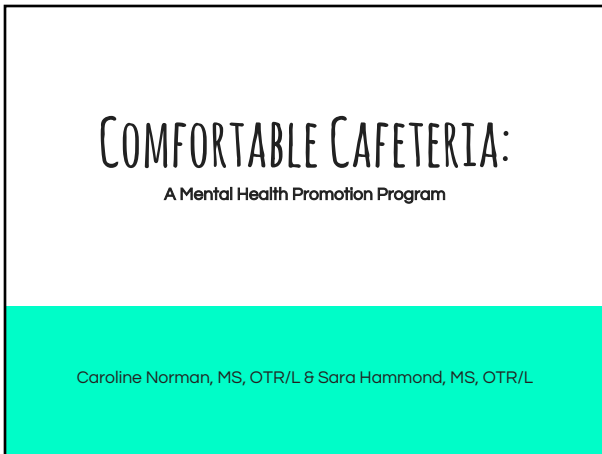
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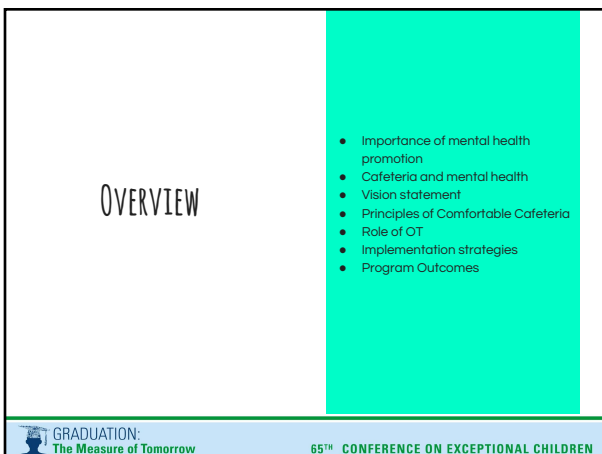
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## EVERY MOMENT COUNTS

Model Programs:

- Creating a Comfortable Cafeteria
- Refreshing Recess
- Embedded Classroom Mental Health Promotion Strategies
- Extracurricular Leisure Coaching



GRADUATION:  
The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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## WHAT IS MENTAL HEALTH?

*"Mental health is a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity."*



GRADUATION:  
The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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## PROMOTING MENTAL HEALTH AT SCHOOL

### ENJOYMENT

- Contributes to mental health
- Happy and optimistic people are happier
- Leads to increased participation

Feeling good emotionally positively impacts academics, social life, and physical health.



GRADUATION:  
The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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## MENTAL HEALTH & THE CAFETERIA

Lunchtime is a time for students to:

- Enjoy their meal
- Enjoy time with peers and adults who care

ENJOYMENT!

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## VISION STATEMENT:

Our school will provide pleasant and positive mealtimes so that students will enjoy eating food and socializing with peers and adults.

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## COMFORTABLE CAFETERIA PRINCIPLES

A commitment to providing a positive mealtime experience.

1. Create a Positive Environment
2. Recess Before Lunch
3. Promote a Positive Social Climate
4. Nutritional Philosophy

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## CREATING A POSITIVE ENVIRONMENT

1. Adequate time to eat
2. Follow the division of responsibility
3. Food as neither reward nor punishment
4. Relax, socialize, and nourish bodies and mind
5. Inviting, comfortable, clean and safe environment
6. Adults sit with students

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## RECESS BEFORE LUNCH: TAKE-AWAYS FROM THE RESEARCH

- Improved behavior and relaxation
- Increased nutritional benefit
- Improved attentiveness in afternoon
- Significant decrease in discipline referrals

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## PROMOTE A POSITIVE SOCIAL CLIMATE

1. A time for relaxation & socialization
2. Everyone is included
3. Use of Positive Behavioral Intervention Support
4. Bully-free atmosphere

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EM Yoder Elementary School's Expectations for Behavior  
R.E.A.L. Eagles...

	Classroom	Hallway	Bathroom	Cafeteria	Playground	Bus	Arrival/ Dismissal
<b>R</b> espectful	*Treat others the way you want to be treated *Keep voice at level "0"	*Respect others' privacy *Use good manners	*Be kind *Include others in games and activities	*Respect others' feelings *Keep hands and feet to yourself	*Greet teachers and classmates in a friendly way		
<b>E</b> ngaged	*Actively participate in classroom activities	*Walk on second tile *Walk on the right side	*Use the bathroom for it's intended purposes	*Use a level "1" voice *Follow directions *Stay in designated areas	*Follow bus driver's directions *Use a level "1" voice		
<b>A</b> mbitious	*Strive for excellence	*Stay in a straight line	*Notify adult of any problems	*Clean up your area	*Use equipment safely and properly	*Be on time *Lower food and drink off the bus	*Walk directly to your assigned area
<b>L</b> earners	*Ask significant questions *Make related comments	*Be a positive role model	*Use trash cans, flush, and wash hands	*Make wise and healthy food choices	*Enter and exit the building at a level "0" voice	*Sit properly in your seat *Display courtesy to all riders	*Be a good example for others

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5		<b>Screaming</b> Emergency Voice Someone is hurt or you are in danger
4		<b>Outside Voice</b> Recess voice Cheering at a game, or calling the dogs outside
3		<b>Classroom Voice</b> Talking voice
2		<b>Whisper</b> Soft voice / Library voice
1		<b>No Talking</b> It's time to listen

Dunn Burron, K. Retrieved from: [www.5pointscale.com](http://www.5pointscale.com)

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## NUTRITION STATISTICS

1. Hungry children can't learn
2. Many students are under-nourished despite being over-fed
3. High numbers of overweight or obese children contributes to life-long health problems, such as diabetes and heart disease

Brown, L & Pollitt, E. (1996)  
 Story, M., Nanney, M.S., & Schwartz, M.B. (2009)

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## NUTRITIONAL PHILOSOPHY

1. Supportive mealtime environment
2. Learning laboratory for healthy eating habits and acceptable mealtime behaviors
3. Meals provide nutrients for growth and learning

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## WHO IS INVOLVED?

- Occupational Therapists
- Cafeteria supervisors
- Students
- Administration

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## ROLE OF OCCUPATIONAL THERAPIST

- Provide support to cafeteria supervisors
- Analyze the sensory, motor, or emotional factors that might prevent enjoyable participation
- Modify activities and the environment to support successful participation in lunch
- Problem-solve and offer suggestions for promoting positive behavior
- Offer activities that foster social interaction
- Help ensure the inclusion of students with disabilities and prevent bullying

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# IMPLEMENTATION STRATEGIES

10 Steps to Success

1. Know Your Stuff
2. Observe Lunchtime
3. Meet the Stakeholders
4. Develop an Action Plan
5. Principal Support
6. Sell the Program
7. Kick off the Program
8. Just do it!
9. Reinforce the Message
10. Do It Again!

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## PROGRAM OUTCOMES

Replicated in 3 separate school districts and implemented by occupational therapists.

- Pretest-posttest outcomes
- Supervisor survey
- Students survey
- Participants: 20 Cafeteria supervisors; 250 students in 1st, 2nd, and 3rd grades

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## RESULTS

**Student results:** Those who had mid to lower levels of enjoyment of lunch , perception of friendliness of peers and supervisors, and enjoyment of mealtime conversations experienced statistically significant ( $p < .01$ ) improvements in enjoyment and friendliness at the end of the program.

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## RESULTS

**Supervisor outcomes:** Supervisors felt better prepared to interact socially with children, promote positive mealtime conversations, successfully resolve conflict, and encourage healthy eating.

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## PROGRAM IMPACTS

- helps students enjoy their meal and social interaction
- meets needs of students with and without disabilities
- prepares cafeteria supervisors to promote friendship, healthy eating, social interaction, and inclusion.
- prevents social isolation in students who struggle making friends

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## RESOURCES

[www.everymomentcounts.org](http://www.everymomentcounts.org)

[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)

Center for School Mental Health at the University of Maryland: <http://csmh.umaryland.edu/>

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## QUESTIONS?

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